

NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: Scene Design

Artistic Discipline: Theatre

Grade Level: High School Proficient

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Artistic Processes: Creating, Responding, Connecting

Task Description: Students will create a scenic design portfolio for an adapted fairy tale. They will identify and research a design concept based on a specific time period/genre in which they will adapt the fairy tale. They will construct a mood board and apply the elements of design – color, line, shape, texture, space/mass and position – to create a scale ground plan and to sketch a rendering of their design. They will create a portfolio that includes the design concept, mood board, research, ground plan and renderings.

Evidence of Student Learning Collected: design concept & research PowerPoint; ground plan; rendering; student reflection.

About Model Cornerstone Assessments: MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

ASSESSMENT TOOLS

Scenic Design

Mood Board & Research Rubrics

	<i>Above Standard</i>	<i>At Standard</i>	<i>Approaching Standard</i>	<i>Below Standard</i>
Historical/Genre Research	<ul style="list-style-type: none"> -Research is thoughtfully organized -Creates a thorough understanding of the selected time period/genre. 	<ul style="list-style-type: none"> -Research is clearly organized and creates a solid understanding of the selected time period/genre 	<ul style="list-style-type: none"> - Research is minimally organized - creates a basic understanding of the selected time period/genre 	<ul style="list-style-type: none"> - Research lacks organization - fails to convey an understanding of the selected time period/genre.
Scenic Design Research	<ul style="list-style-type: none"> - Each location is clearly and thoughtfully represented - Design ideas supported by mood, design concept and analysis 	<ul style="list-style-type: none"> - Each location is clearly represented - Design ideas supported by mood, design concept and script analysis 	<ul style="list-style-type: none"> - Locations are minimally represented - minimally supported by mood, design concept and script analysis 	<ul style="list-style-type: none"> - Locations lack representation - Lacking connection to the mood, concept design and research.
Mood Board & Concept	<ul style="list-style-type: none"> - Mood board presents design ideas that are coordinated and thoughtfully organized - Ideas supported and enhanced by the design concept, time period/genre, script analysis and research 	<ul style="list-style-type: none"> - Mood board clearly organized - Presents design ideas that are supported by design concept, time period/genre, script analysis and research 	<ul style="list-style-type: none"> - Mood board presents design ideas that are minimally or inconsistently supported by design concept, time period/genre, script analysis and research - Organization is attempted 	<ul style="list-style-type: none"> - Mood board presents design ideas that are poorly supported by design concept, time period/genre, script analysis and research. - Organization is lacking

Scenic Design Rubrics
Concept & Design Rubrics

	<i>Above Standard</i>	<i>At Standard</i>	<i>Approaching Standard</i>	<i>Below Standard</i>
<i>Design Concept Statement</i>	<ul style="list-style-type: none"> · Design concept is thorough and precise · Concept relates to time period/genre and is supported by the script analysis · Concept is clearly evident in mood board and rendering. 	<ul style="list-style-type: none"> · Design concept address time period/genre · Concept is supported by script analysis · Concept is evident in mood board and rendering. 	<ul style="list-style-type: none"> · Design concept minimally addresses time period/genre · Concept is minimally supported by script analysis and vaguely evident in mood board and rendering. 	<ul style="list-style-type: none"> · Design concept fails to address time period/genre · Concept displays little or no support by script analysis with little or no evidence in mood board or rendering.
<i>Ground Plan</i>	<ul style="list-style-type: none"> · Ground plan precisely follows theatrical drafting conventions. · Lines are precise and clean. · Items are clearly & appropriately labeled. · Ground plan is well thought out and not only address the needs of the script and enhances the design concept but includes creative & surprising artistic choices 	<ul style="list-style-type: none"> · Ground plan follows theatrical drafting conventions. · Lines are clean. · Items properly labeled. · Ground plan is thoughtful and addresses the needs of the script and the design concept 	<ul style="list-style-type: none"> · Ground plan inconsistently follows theatrical drafting conventions. · Lines are inconsistent · Items inconsistently labeled · Ground plan inconsistently address the needs of the script or design concept. 	<ul style="list-style-type: none"> · Ground plan minimally follows theatrical drafting conventions. · Lines are imprecise or messy. · Labels not included. · minimally addresses the needs of the script and/or inappropriately relates to the design concept

Sketch/Rendering	<ul style="list-style-type: none"> · Rendering enhances the original and unique scenic design concept · expertly applies the elements of design, script analysis, design concept and historical research 	<ul style="list-style-type: none"> · Rendering presents an original scenic design utilizing the elements of design, script analysis, design concept and historical research · Rendering may lack innovation. 	<ul style="list-style-type: none"> · Rendering lacks originality and is difficult to distinguish between students work and the “inspiration” visuals. · Inconsistently applies the elements of design, script analysis, design concept and historical research 	<ul style="list-style-type: none"> · Rendering presents unoriginal scenic design · Little or no application of the elements of design, script analysis · Fails to utilize the design concept and historical research.
Self-Reflection	<ul style="list-style-type: none"> · Reflection is clear and insightful. · Thoughtfully connections students learning to how learning was incorporated into the design process. 	<ul style="list-style-type: none"> · Reflection is thoughtful. · makes connections to students’ design process. · Draws connections between learning and final designs 	<ul style="list-style-type: none"> · Reflection provides a limited response or justification. · Connects between student learning and design process may be generic 	<ul style="list-style-type: none"> · Reflection lacks any connection between students learning and design process. · Justifications are generic or missing.

ADDITIONAL RESOURCES

- **Research Handout:** [Download](#)
- **Scenic Design Script Analysis Worksheet:** [Download](#)
- **Scenic Self-Evaluation Checklist:** [Download](#)
- **Scenic Self-Evaluation Questions:** [Download](#)

Illustrating the Process: *Samples of Student Work*

- **Student 1**
 - Group Plan: [TH-VB-HSI-01-GP](#)
 - PowerPoint: [TH-VB-HSI-01-P](#)
 - Self-Reflection: [TH-VB-HSI-01-R](#)
 - Rendering: [TH-VB-HSI-01-RE](#)